

<u>APR Indicator</u>	<u>UPIPS Area</u>		<u>Item Description</u>	<u>Utah Rules</u>	<u>In Compliance?</u>	<u>Correction Action Needed</u>	
STUDENT RECORD REVIEW					KEY:	Some file compliance errors may be immediately correctable in the current file. In that case, the errors has been marked as "Corrected On:" with room for the reviewer to write the date of the correction. For file errors that can not be corrected in the current file, documentation of training, as well as documentation that the training was applied correctly in another file completed after the training is required, and is addressed with "Training Date:" and "Documentation that training results in correction:" with room for the reviewer to write the date of training and the date that the training was applied correctly in a file completed after the training. NOTE: File correction options may change based upon individual file contents. If changing correction option, please indicate reason.	
File # _____	Student Name:			Yes = Item in compliance			
	Student Date of Birth:			No = Item not in compliance			
	Date of File Review:			N/A = Item is not applicable			
	Name of File Reviewer:						
	Comments:			UD = Unable to determine if item is in compliance			
	General Supervision	IEV	INITIAL EVALUATION				
	General Supervision	IEV	INITIAL EVALUATION TIMELINES				
	General Supervision		Review of Existing Evaluation Data Date (if appropriate): _____		Yes No N/A UD		
8	General Supervision		Consent for Initial Evaluation Date: _____		Yes No N/A UD	Training Date:	Documentation that training results in correction:
11	General Supervision		Date School Received Consent for Initial Evaluation: _____				
11	General Supervision		Date Initial Evaluation Completed: _____				
11	General Supervision		Evaluation completed within 45 schools days of receiving parental consent.		Yes No N/A UD	Training Date:	Documentation that training results in correction:
11	General Supervision		If evaluation not within 45 school day time limit, list reason for delay: _____				
	General Supervision	IEV	INITIAL EVALUATION ITEMS				
	General Supervision	IEV.1	For an initial evaluation (IF APPROPRIATE), the IEP team that includes the parents reviews existing evaluation data and determines whether additional data are needed for determining eligibility, present levels of academic achievement and related developmental needs, and whether the student needs special education and related services.	II.H.1			
	General Supervision				Yes N/A UD	Training Date:	Documentation that training results in correction:
	General Supervision	IEV.1a	If Review of Existing Evaluation Data conducted, check those who provided input—IEP team members by signature, title and date. (If not appropriate for an initial evaluation, skip this item.)	II.H.1			
	General Supervision		Parents or attempts to involve parents	II.H.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.H.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
	General Supervision		Special education teacher	II.H.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
	General Supervision		A qualified representative of the LEA	II.H.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
	General Supervision		An individual who can interpret instructional implications of the evaluation process	II.H.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
	General Supervision		Other: _____	II.H.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
8	General Supervision	IEV.2	Consent for Initial Evaluation included in the student's file.	II.C.1	Yes No N/A UD	Corrected on:	
8	General Supervision	IEV.3	Written Notice of Initial Evaluation.	IV.D.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
8	General Supervision	IEV.4	Procedural Safeguards provided to parents/guardians.	IV.E	Yes No N/A UD	Corrected on:	
	General Supervision	IEV.5	Evaluation was sufficiently comprehensive to identify all of the student's special education and related service needs.	11.F.1			
					Yes No N/A UD	Corrected on:	
	General Supervision	REV	REEVALUATION				
	General Supervision	REV	REEVALUATION TIMELINES				
	General Supervision		Review of Existing Evaluation Data Date: _____				
8	General Supervision		Reevaluation Consent Date (if needed): _____				
	General Supervision	REV	REEVALUATION ITEMS				
	General Supervision	REV.1	The IEP team that includes the parents reviews existing evaluation data and determines whether additional data are needed for determining continuing eligibility, academic achievement and related developmental needs, and whether the student continues to need special education and related services.	II.H.1			
	General Supervision				Yes No UD	Training Date:	Documentation that training results in correction:

	General Supervision	REV.1a	If a Review of Existing Evaluation Data conducted, check those who provided input—IEP team members by signature, title and date.	II.H.1			
	General Supervision		Parents or attempts to involve parents	II.H.1	Yes	No	N/A UD
	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.H.1	Yes	No	N/A UD
	General Supervision		Special education teacher	II.H.1	Yes	No	N/A UD
	General Supervision		A qualified representative of the LEA	II.H.1	Yes	No	N/A UD
	General Supervision		An individual who can interpret instructional implications of the evaluation process	II.H.1	Yes	No	N/A UD
	General Supervision		Other: _____	II.H.1	Yes	No	N/A UD
8	General Supervision	REV.2	If needed, Consent for Reevaluation included.	IV.F	Yes	No	N/A UD
8	General Supervision	REV.3	Written Notice of Reevaluation.	IV.D.1	Yes	No	N/A UD
	General Supervision	REV.4	Evaluation was sufficiently comprehensive to identify all of the student's special education and related service needs.	II.F.1	Yes	No	N/A UD

	General Supervision	IEL	INITIAL ELIGIBILITY				
	General Supervision	IEL	INITIAL ELIGIBILITY TIMELINES				
	General Supervision		Date of Initial Eligibility Determination: _____				
	General Supervision	IEL	INITIAL ELIGIBILITY NOTICES/COPIES				
8	General Supervision	IEL.1	Notice of Meeting for Eligibility Determination:	IV.B.4	Yes	No	N/A UD
8	General Supervision	IEL.2	Written Notice of Initial Eligibility.	IV.D.1	Yes	No	N/A UD
	General Supervision	IEL.3	Evaluation Summary Report and Eligibility Determination completed.	II.I.2	Yes	No	N/A UD
8	General Supervision	IEL.4	Parents given copy of Evaluation Summary Report.	II.I.2	Yes	No	N/A UD
	General Supervision	IEL.5	A variety of assessment tools and strategies were used to gather relevant functional/developmental and academic information that was used in determining eligibility.	II.F.1	Yes	No	N/A UD
8	General Supervision	IEL.6	Parental input was used in determining eligibility and to gather relevant functional/developmental and other information related to student involvement and progress in general curriculum (preschoolers—appropriate activities).	II.F.1	Yes	No	N/A UD
8	General Supervision	IEL.7	Parents given a copy of Eligibility Determination documentation.	II.I.2	Yes	No	N/A UD
9	General Supervision	IEL.8	Is lack of instruction in reading or math the primary factor in determining eligibility? (Reverse item)	II.I.3	Yes	No	N/A UD
9	General Supervision	IEL.9	Is limited English proficiency the primary factor in determining eligibility? (Reverse item)	II.I.3	Yes	No	N/A UD
	General Supervision	IEL.10	Complete Eligibility Determination form for disability category, then indicate compliance status.	II.J			
9,10	General Supervision		The student meets the categorical eligibility criteria of one of the disability categories.	II.I.3	Yes	No	N/A UD

	General Supervision	REL	REEVALUATION ELIGIBILITY				
	General Supervision	REL	REEVALUATION ELIGIBILITY TIMELINES				
	General Supervision		Most recent Eligibility Determination Date: _____				
	General Supervision		Last Eligibility Determination Date: _____				
	General Supervision	REL.1	Student reevaluated at least once every 3 years; more often if conditions warrant, or if there is a parent/teacher request.	II.G.2	Yes	No	N/A UD
	General Supervision	REL	REEVALUATION ELIGIBILITY NOTICES/COPIES				
8	General Supervision	REL.2	Notice of Meeting for Eligibility Determination:	IV.B.4	Yes	No	N/A UD
8	General Supervision	REL.3	Written Notice of Continuing Eligibility:	IV.D.1	Yes	No	N/A UD
	General Supervision	REL.4	Evaluation Summary Report and Eligibility Determination completed.	II.I.2	Yes	No	N/A UD
8	General Supervision	REL.5	Parent given a copy of Evaluation Summary Report.	II.I.2	Yes	No	N/A UD
	General Supervision	REL.6	Variety of assessment tools and strategies were used to gather relevant functional/developmental and academic information that was used in determining eligibility.	II.F.1	Yes	No	N/A UD
8	General Supervision	REL.7	Parental input was used to determine eligibility and to gather relevant functional/developmental and other information related to student involvement and progress in general curriculum (preschoolers—appropriate activities).	II.F.1	Yes	No	N/A UD

8	General Supervision	REL.8	Parents given copy of Eligibility Determination Documentation.	II.I.2	Yes	No	N/A	UD	Corrected on:	
9	General Supervision	REL.9	Is a lack of instruction in reading or math the primary factor in determining eligibility? (Reverse item)	II.I.3	Yes	No	N/A	UD	Corrected on:	
9	General Supervision	REL.10	Is limited English proficiency the primary factor in determining eligibility? (Reverse item)	II.I.3	Yes	No	N/A	UD	Corrected on:	
	General Supervision	REL.11	Complete Eligibility Determination form for disability category, then indicate compliance status.	II.J						
9, 10	General Supervision		The student meets the categorical eligibility criteria of one of the disability categories.	II.I.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	AU	AUTISM							
9, 10	General Supervision	AU.A	AUTISM ELIGIBILITY CRITERIA							
9, 10	General Supervision	AU.A1	Autism is the student's primary disability, although the student may exhibit other characteristics such as an emotional disturbance or intellectual disability.	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	AU.A2	Student exhibits significant impairments in verbal and/or nonverbal communication and social interaction.	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	AU.A3	Student's disability adversely affects the student's educational performance.	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	AU.A4	Student requires special education/related services.	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	AU.B	AUTISM EVALUATION							
9, 10	General Supervision	AU.B1	Multiple measures (formal <u>and</u> informal), including an autism checklist/rating scale, must be used to assess intellectual, academic, communicative, social, <u>AND</u> adaptive functioning.	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	AU.B2	Student's prior medical and developmental history from a qualified health professional must be on record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's education program.	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	AU.B3	A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.1						
9, 10	General Supervision		Parent or student 18 or older	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Student	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Other	II.J.1	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.	DEAFBLINDNESS							
9, 10	General Supervision	DB.A	DEAFBLINDNESS ELIGIBILITY CRITERIA							
9, 10	General Supervision	DB.A1	Deafblindness is the primary disabling condition, but the student may have other disabilities in addition to vision and hearing loss.	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.A2	Student's disability adversely affects student's educational performance.	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.A3	Student requires special education/related services.	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.A4	Student has a combination of vision loss and hearing loss.	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.B	DEAFBLINDNESS EVALUATION							
9, 10	General Supervision	DB.B1	Multiple measures (formal <u>and</u> informal) are used to assess vision and hearing and all areas of suspected deficits.	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.B2	Evaluation includes and takes into consideration impact of the combined vision and hearing losses.	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.B3	Audiological Evaluation includes both clinical and functional assessment.	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.B4	Vision Evaluation includes both ophthalmological and functional assessment.	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.B5	Team must consider and evaluate if appropriate:	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.B5a	Language and communication needs	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.B5b	Current and future needs for instruction in Braille or the use of Braille	II.J.2	Yes	No	N/A	UD	Corrected on:	

9, 10	General Supervision	DB.B5c	Orientation and Mobility (O&M) needs	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.B5d	Accommodations and modifications necessary for the student to be able to access the general curriculum and other activities	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.B5e	Assistive technology needs	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.B6	A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.2						
9, 10	General Supervision		Parent or student 18 or older	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Student	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Other	II.J.2	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DD	DEVELOPMENTAL DELAY							
9, 10	General Supervision	DD.A	DEVELOPMENTAL DELAY ELIGIBILITY CRITERIA							
9, 10	General Supervision	DD.A1	Student's primary disability is not one of the other disabilities.	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DD.A2	When adequate evaluation data is available, student is classified in one of the other disability categories.	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DD.A3	Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the mean, or at or below the 2nd percentile in two areas of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area if development.	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DD.A4	Student's disability adversely affects student's educational performance.	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DD.A5	Student requires special education/related services.	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DD.B	DEVELOPMENTAL DELAY EVALUATION							
9, 10	General Supervision	DD.B1	Multiple measures (formal <u>and</u> informal) are used to assess the areas of suspected delay.	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DD.B2	Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	DD.B3	A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.3						
9, 10	General Supervision		Parent or student 18 or older	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Student	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Other	II.J.3	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	ED	EMOTIONAL DISTURBANCE							
9, 10	General Supervision	ED.A	EMOTIONAL DISTURBANCE ELIGIBILITY CRITERIA							
9, 10	General Supervision	ED.A1	Emotional Disturbance is the primary disability.	II.J.4	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	ED.A2	Student's disability adversely affects student's educational performance.	II.J.4	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	ED.A3	Student requires special education/related services.	II.J.4	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	ED.A4	Team determines that the inappropriate behaviors are not due to an intellectual disability, vision or hearing impairments, or other medical conditions.	II.J.4	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	ED.B	EMOTIONAL DISTURBANCE EVALUATION							
9, 10	General Supervision	ED.B1	Multiple measures (formal <u>and</u> informal) must be used to assess behavioral, social, and academic areas.	II.J.4	Yes	No	N/A	UD	Corrected on:	

9, 10	General Supervision	ED.B2	Documentation which demonstrates that the behavior adversely affects the student's educational performance has been exhibited over a log period of time and to a marked degree is included.	II.J.4	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	ED.B3	Educational observations of the student that include at least three (3) fifteen-minute observations on referring behavior pinpoints. A comparison student who is not a student with a disability and who is not being referred must be selected and observed in the same setting on the same behavior pinpoints as the referred student. An assigned member of the evaluation team other than the student's regular classroom teacher will make the educational observations. (These observations are required only for initial evaluation for classification, not for reevaluation, unless determined to be needed by the IEP team).	II.J.4	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	ED.B4	Complete documentation in the student's records in each of the following areas:	II.J.4			
9, 10	General Supervision	a	Academic performance as evidenced by achievement tests, classroom academic screenings and tests, report cards, and cumulative records.	II.J.4	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	b	Social/behavior/adaptive assessments and other data, which provide information regarding the student's past and present patterns of interactions with peers, family, teachers, adults, and others.	II.J.4	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	c	Behaviors for which the student is referred.	II.J.4	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	ED.B5	A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.4			
9, 10	General Supervision		Parent or student 18 or older	II.J.4	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Student	II.J.4	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.4	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.4	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.4	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.4	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Other	II.J.4	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	HI	HEARING IMPAIRMENT/DEAFNESS				
9, 10	General Supervision	HI.A	HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA				
9, 10	General Supervision	HI.A1	Hearing impairment is the primary disability.	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	HI.A2	Before classifying a student as having deafness or a hearing impairment, the team must:	II.J.5			
9, 10	General Supervision	a	Determine whether learning needs exist, other than those directly related to the loss of hearing;	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	b	Take into account whether the type of deafness or hearing loss is conductive, sensorineural, or mixed; and	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	c	Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is causing the student to appear as a student with a hearing impairment or deafness.	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	HI.A3	Student's disability adversely affects student's educational performance.	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	HI.A4	Student requires special education/related services.	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	HI.B	HEARING IMPAIRMENT/DEAFNESS EVALUATION				
9, 10	General Supervision	HI.B1	Multiple measures (formal and informal) are used for a student suspected of having a hearing impairment.	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	HI.B2	Areas of evaluation must include:	II.J.5			
9, 10	General Supervision	a	Audiological evaluation.	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	b	Language growth and development (signed, spoken, or written).	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	c	Speech/language evaluation.	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	d	Academic achievement.	II.J.5	Yes No N/A UD	Corrected on:	

9, 10	General Supervision	HI.B3	A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.5			
9, 10	General Supervision		Parent or student 18 or older	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Student	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Other	II.J.5	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	ID	INTELLECTUAL DISABILITY				
9, 10	General Supervision	ID.A	INTELLECTUAL DISABILITY ELIGIBILITY CRITERIA				
9, 10	General Supervision	ID.A1	Intellectual disability is the primary disability.	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	ID.A2	Intellectual, academic, and adaptive assessment results expected to demonstrate consistently low profiles across measures.	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	ID.A3	Student's disability adversely affects student's education's performance.	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	ID.A4	Student requires special education/related services.	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	ID.B	INTELLECTUAL DISABILITY EVALUATION				
9, 10	General Supervision	ID.B1	Multiple measures, (formal and informal) must be used for a student suspected of having an intellectual disability.	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	ID.2	Intellectual evaluation must include:	II.J.6			
9, 10	General Supervision		IQ Test: VIQ: PIQ: FIQ:	II.J.6			
9, 10	General Supervision	a	An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual functioning (generally two standard deviations) on the full-scale score.	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	b	If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	ID.B3	Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	ID.B4	Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	ID.B5	A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.6			
9, 10	General Supervision		Parent or student 18 or older	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Student	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Other	II.J.6	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	MD	MULTIPLE DISABILITIES				
9, 10	General Supervision	MD.A	MULTIPLE DISABILITIES ELIGIBILITY CRITERIA				
9, 10	General Supervision	MD.A1	The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accommodated in special education programs solely for one of the impairments. The multiple disabilities category does not include deafblindness.	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	MD.A2	Student's disability adversely affects student's educational performance.	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	MD.A3	Student requires special education/related services.	II.J.7	Yes No N/A UD	Corrected on:	

9, 10	General Supervision	MD.B	MULTIPLE DISABILITIES EVALUATION				
9, 10	General Supervision	MD.B1	Multiple Measures (formal and informal) must be used.	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	MD.B2	Cognitive ability is assessed.	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	MD.B3	The use of assisted and augmentative communication and motor systems must be considered during the evaluation and documented.	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	MD.B4	The student's prior medical history, from a qualified health professional, must be on record if specific syndromes, special health problems (e.g., tracheotomy), medication, and long-term medical prognosis are a concern for the individual.	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	MD.B5	The following sensory/motor areas must be considered for evaluation:	II.J.7			
9, 10	General Supervision	a	Abnormal tactile or joint sensation,	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	b	Abnormal muscle tone and movement,	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	c	Lack of integration of primitive reflexes,	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	d	Lack of balance or coordination,	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	e	Organization of sequential motor movement,	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	f	Motor skills, or	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	g	A combination of any of the above.	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	MD.B6	Where deficits in adaptive behavior are suspected, they must be measured and documented on standardized and/or curriculum-based assessments with input from parents and school staff.	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	MD.B7	Vision and hearing must be assessed.	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	MD.B8	A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.7			
9, 10	General Supervision		Parent or student 18 or older	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Student	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Other	II.J.7	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	OI	ORTHOPEDIC IMPAIRMENT				
9, 10	General Supervision	OI.A	ORTHOPEDIC IMPAIRMENT ELIGIBILITY CRITERIA				
9, 10	General Supervision	OI.A1	Orthopedic Impairment is the primary disability.	II.J.8	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	OI.A2	Student's disability adversely affects educational performance.	II.J.8	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	OI.A3	Student requires special education/related services.	II.J.8	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	OI.B	ORTHOPEDIC IMPAIRMENT EVALUATION				
9, 10	General Supervision	OI.B1	Multiple measures (formal <u>and</u> informal) must be used to assess all areas of the suspected deficits (e.g. educational adaptive, behavioral, physical).	II.J.8	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	OI.B2	The student's prior medical history, from a qualified health professional, must be on record if specific syndromes, health concerns, medication, and any information deemed necessary for planning student's educational program.	II.J.8	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	OI.B3	A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.8			
9, 10	General Supervision		Parent or student 18 or older	II.J.8	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Student	II.J.8	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.8	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.8	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.8	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.8	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Other	II.J.8	Yes No N/A UD	Corrected on:	

9, 10	General Supervision	OHI	OTHER HEALTH IMPAIRMENT				
9, 10	General Supervision	OHI.A	OTHER HEALTH IMPAIRMENT EVALUATION				
9, 10	General Supervision	OHI.A1	Other health impairment is the primary disability.	II.J.9	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	OHI.A2	Student's disability adversely affects student's educational performance.	II.J.9	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	OHI.A3	Student requires special education/related services.	II.J.9	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	OHI.B	EVALUATION				
9, 10	General Supervision	OHI.B1	Multiple measures (formal <u>and</u> informal) must be used to assess all areas suspected deficits (e.g., educational, adaptive, behavioral, physical).	II.J.9	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	OHI.B2	The student's prior medical history, from a qualified health or mental health professional, must be on record regarding specific syndromes, health concerns, medication and any information deemed necessary for planning the student's educational program.	II.J.9	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	OHI.B3	A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.9			
9, 10	General Supervision		Parent or student 18 or older	II.J.9	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Student	II.J.9	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.9	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.9	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.9	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.9	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Other	II.J.9	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLD	SPECIFIC LEARNING DISABILITIES				
9, 10	General Supervision	SLD.A	SPECIFIC LEARNING DISABILITIES ELIGIBILITY CRITERIA				
9, 10	General Supervision	SLD.A1	The team determines that the student has an SLD when the student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age at State-approved grade-level standards. At least one area checked.	II.J.10			
9, 10	General Supervision		Oral expression	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Reading fluency skills	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Listening comprehension	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Reading comprehension	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Written expression	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Mathematics calculation	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Basic reading skills	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Mathematics problem solving	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLD.A2	Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.)	II.J.10			
9, 10	General Supervision	SLD.A3	Response to intervention (Rtl) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in SLDA1, OR	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLD.A4	Discrepancy Method. The student's scores demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas identified in SLDA1, OR	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLD.A5	Student exhibits a combination of Rtl (did not make sufficient progress to meet age or State-approved grade-level standards) and Discrepancy (scores demonstrate a severe discrepancy between achievement and intellectual ability) in one or more of the areas identified in SLDA1.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLD.A6	The group determines that its findings are not primarily the result of: A visual, hearing or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or Limited English Proficiency.	II.J.10	Yes No N/A UD	Corrected on:	

9, 10	General Supervision	SLD.A7	Student's disability adversely affects student's educational performance.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLD.A8	Student needs special education/related services.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLD.B	SPECIFIC LEARNING DISABILITIES EVALUATION				
9, 10	General Supervision	SLD.B1	To ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:	II.J.10			
9, 10	General Supervision	a	Data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	b	Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLD.B2	An observation of the student's academic performance and behavior areas of difficulty in the student's learning environment (including in the regular classroom setting) must be conducted by at least one team member. In the case of a student not in school, or less than school age, a team member must observe the student in an appropriate environment for a student of that age.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLD.B3	The team must prepare an evaluation/eligibility report of the results of the evaluation that includes:	II.J.10			
9, 10	General Supervision	a	Documentation that the student is ELIGIBLE as a student with a specific learning disability.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	b	The BASIS for making determination.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	c	The RELEVANT BEHAVIOR noted during the observation of the student and the relationship of that behavior to the student academic functioning.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	d	The educationally relevant MEDICAL FINDINGS, if any.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	e	Statement that the student does not achieve adequately for the student's age or to meet State-approved grade-level standards.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	e.1	If yes, the student:	II.J.10			
9, 10	General Supervision	e.1.a	Does not make sufficient progress to meet age or State-approved grade-level standards (Rtl), OR	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	e.1.b	Obtains scores that demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas of specific learning disability (Discrepancy), OR	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	e.1.c	Exhibits a combination of (a) and (b) above.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	f	The team's determination concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or Limited English Proficiency on the student's achievement level.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	g	If Rtl method was used, instructional strategies were used and student centered data were collected.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	h	If Rtl method was used, documentation that the student's parents were notified about the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided (including documentation that the team referred to USOE SLD Eligibility Guidelines.)	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	i	If Rtl method was used, documentation that strategies for increasing student's rate of learning.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	j	If Rtl method was used, documentation that the parents were notified of the right to request an evaluation.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	k	If Discrepancy method was used, documentation that the student's performance on standardized, norm-referenced, individually administered achievement measure in the area of the suspected disability.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	l	If Discrepancy method was used, documentation that the student scored above the intellectual disability range on the standardized, norm referenced, individually administered measure of intellectual ability.	II.J.10	Yes No N/A UD	Corrected on:	

9, 10	General Supervision	m	If Discrepancy method was used, documentation that the comparison of the standard scores on the tests of achievement and intellectual ability: (A) Must produce a report that states that the team can be 93 percent confident there is a severe discrepancy between the student's expected achievement score and the obtained achievement score, based on the Utah Estimator software, or (B) Must produce a report that shows a significant discrepancy, based on a commercial software program that employs a clear specified regression.	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	n	The written signature of each team member certifying whether the team report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions:	II.J.10			
9, 10	General Supervision		Parent or student 18 or older	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Student	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Other	II.J.10	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLI	SPEECH/LANGUAGE IMPAIRMENT				
9, 10	General Supervision	SLI.A	SPEECH/LANGUAGE IMPAIRMENT ELIGIBILITY CRITERIA				
9, 10	General Supervision	SLI.A1	Speech/Language Impairment is the student's primary disability; however students who qualify in other disability category may also qualify for communication disorder services.	II.J.11	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLI.A2	For students whose primary home language is other than English, the team (including an SLP) must determine that the speech/language impairment exists in the student's primary language and not be the result of learning English as a second language.	II.J.11	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLI.A3	Student's disability adversely affects student's educational performance.	II.J.11	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLI.A4	Student requires special education/related services.	II.J.11	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLI.A5	The student with an Orofacial Myofunctional Disorder or OMD (formerly called Tongue Thrust) is being served only because there is an associated speech or language impairment.	II.J.11	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLI.A6	The student has a mild hearing impairment but is classified as having speech or language impairment, because the manifestation of the student's disability is only as a speech or language impairment and the services of a teacher of the hearing impaired are not required.	II.J.11	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLI.B	SPEECH/LANGUAGE IMPAIRMENT EVALUATION				
9, 10	General Supervision	SLI.B1	Multiple measures (formal and informal) are used for classifying student as having a speech /language impairment.	II.J.11	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLI.B2	Documentation is provided that indicates that the student has a disorder in listening, reasoning, and/or speaking to such a degree that special education is needed.	II.J.11	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLI.B3	The student must be evaluated by a qualified SLP using assessment instruments and procedures that are appropriate for the determination and appraisal of a speech or language impairment.	II.J.11	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLI.B4	For the student suspected of having a speech impairment, the team should consider the potential effect of such impairment on phonological processing and phonemic awareness.	II.J.11	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLI.B5	A complete battery of assessments (e.g., intellectual, physical, or adaptive behavior) may not be needed to determine that a speech or language impairment exists. Needed assessments are determined by the team.	II.J.11	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	SLI.B6	A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.11			
9, 10	General Supervision		Parent or student 18 or older	II.J.11	Yes No N/A UD	Corrected on:	

9, 10	General Supervision		Student	II.J.11	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.11	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.11	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.11	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.11	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Other	II.J.11	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI	TRAUMATIC BRAIN INJURY							
9, 10	General Supervision	TBI.A	TRAUMATIC BRAIN INJURY ELIGIBILITY CRITERIA							
9, 10	General Supervision	TBI.A1	Prior documentation by a physician of an acquired brain injury caused by an external physical force included in student file.	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.A2	Traumatic brain injury is the primary disability.	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.A3	The student's disability adversely affects student's educational performance.	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.A4	Student requires special education/related services.	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.B	TRAUMATIC BRAIN INJURY EVALUATION							
9, 10	General Supervision	TBI.B1	Multiple measures (formal and informal) must be used to assess all areas of suspected deficits. Informal assessment and diagnostic teaching must be part of the full evaluation. Data that are gathered must include information on the student's developmental history and/or pre-injury learning and educational performance.	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.B2	The student's prior medical history, from a qualified health professional, must be on record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's education program.	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.B3	Although other evaluations could be considered, the following areas must be considered for evaluation:	II.J.12						
9, 10	General Supervision	TBI.B3a	Augmentative communication assistive service needs,	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.B3b	Rehabilitative team evaluations,	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.B3c	Self-help/adaptive behavior,	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.B3d	Academics,	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.B3e	Speech/language skills,	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.B3f	Social skills and classroom behavior,	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.B3g	Intellectual/cognitive,	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.B3h	Vocational skills (secondary students), and	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.B3i	Gross/fine motor skills.	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	TBI.B4	A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.12						
9, 10	General Supervision		Parent or student 18 or older	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Student	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision		Other	II.J.12	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	VI	VISUAL IMPAIRMENT							
9, 10	General Supervision	VI.A	VISUAL IMPAIRMENT ELIGIBILITY CRITERIA							
9, 10	General Supervision	VI.A1	Visual impairment is student's primary disability.	II.J.13	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	VI.A2	When classifying a student as visually impaired, the IEP team must consider whether other impairments interfere with the comprehension of visual and/or auditory stimuli.	II.J.13	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	VI.A3	Student's disability adversely affects student's educational performance.	II.J.13	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	VI.A4	Student required special education/related services.	II.J.13	Yes	No	N/A	UD	Corrected on:	

9, 10	General Supervision	VI.B	VISUAL IMPAIRMENT EVALUATION				
9, 10	General Supervision	VI.B1	Multiple measures (formal and informal) must be used to assess all areas of suspected deficits (e.g., educational, adaptive, behavioral, physical).	II.J.13	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	VI.B2	A description of the student's visual impairment and visual capabilities must be on record from a qualified eye care professional.	II.J.13	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	VI.B3	A qualified professional must assess:	II.J.13			
9, 10	General Supervision	VI.B3a	The kind and extent of instruction needed, based on the student's present level of performance, including the functioning level of the student in adjusting to visual problems and gaining education and social successes.	II.J.13	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	VI.B3b	The student's current and future need for instruction in Braille or the use of Braille.	II.J.13	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	VI.B4	Orientation and Mobility (O&M) must be assessed if the student is determined to be blind or visually impaired.	II.J.13	Yes No N/A UD	Corrected on:	
9, 10	General Supervision	VI.B5	A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.13			
9, 10	General Supervision		Parent or student 18 or older	II.J.13	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Student	II.J.13	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Special education provider	II.J.13	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.J.13	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.13	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.13	Yes No N/A UD	Corrected on:	
9, 10	General Supervision		Other	II.J.13	Yes No N/A UD	Corrected on:	

	FAPE in the LRE	IIIEP	INITIAL IEP				
	FAPE in the LRE	IIIEP	INITIAL IEP TIMELINES				
	FAPE in the LRE	IIIEP.1	IEP included student file.	III.B.1	Yes No N/A UD	Corrected on:	
	FAPE in the LRE	IIIEP.1b	IEP reviewed or revised periodically, not less than annually.	III.I.4	Yes No N/A UD	Corrected on:	
	FAPE in the LRE	IIIEP.2	Initial IEP developed within 30 days following eligibility.	III.B.2	Yes No N/A UD	Corrected on:	
8	Parent Involvement	IIIEP.3	Notice of IEP meeting.	III.H	Yes No N/A UD	Training Date:	Documentation that training results in correction:
8	Parent Involvement	IIIEP.4	Written notice of IEP implementation.	IV.D.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
8	Parent Involvement	IIIEP.5	Parents given copy of IEP.	III.G.6	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	IIIEP.6	IEP documents the participation of required IEP team members by signature, title, and date:	III.G.1			
5	FAPE in the LRE		Parent or student 18 or older	III.G.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE		Student	III.G.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE		Special education provider	III.G.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE		Regular education teacher, unless student does/will not participate in regular education environment	III.G.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE		A qualified representative of the LEA	III.G.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE		An individual who can interpret the instructional implications of the evaluation process	III.G.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE		Other	III.G.1	Yes No N/A UD	Corrected on:	
	FAPE in the LRE	IIIEP.7	IEP team documents present levels of academic achievement and functional performance (PLAAFP) including baseline or current data.	III.I.1	Yes No N/A UD	Corrected on:	
	FAPE in the LRE	IIIEP.8	IEP team documents present levels of academic achievement and functional performance (PLAAFP) including how disability affects involvement/progress in general curriculum or for preschool students--participation in appropriate activities.	III.I.1	Yes No N/A UD	Corrected on:	
	FAPE in the LRE	IIIEP.9	IEP contains statement of measureable academic and functional goals.	III.J.2	Yes No N/A UD	Corrected on:	
	FAPE in the LRE	IIIEP.9a	IEP goals address areas of educational need.	III.J.2	Yes No N/A UD	Corrected on:	
	FAPE in the LRE	IIIEP.9b	For students participating in the UAA, a description of benchmarks or short-term objectives is included.	III.J.2	Yes No N/A UD	Corrected on:	
8	FAPE in the LRE	IIIEP.10	IEP contains a description of how the student's progress toward meeting the annual goals will be measured.	III.J.2	Yes No N/A UD	Corrected on:	

8	Parent Involvement	IIEP.11	IEP contains a statement of when periodic reports on progress will be provided to parents.	III.J.2	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	IIEP.12	IEP contains a statement of special education services: (1) to advance toward annual goals, (2) to be involved and progress in the general curriculum and participate in extracurricular and other nonacademic activities, and (3) to be educated and participate with other students with disabilities and non-disabled students in the activities described in this section.	III.J.2	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	IIEP.13	IEP contains related education services: (1) to advance toward annual goals, (2) to be involved and progress in the general curriculum and participate in extracurricular and other nonacademic activities, and (3) to be educated and participate with other students with disabilities and non-disabled students in the activities described in this section.	III.J.2	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	IIEP.14	IEP contains supplementary aids and services to be provided to the student or on behalf of student: (1) to advance toward annual goals, (2) to be involved and progress in the general curriculum and participate in extracurricular activities and other nonacademic activities, and (3) to be educated and participate with other students with disabilities and non disabled students in the activities described in this section.	III.J.2	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	IIEP.15	IEP contains a statement of program modifications or supports for school personnel that will be provided to the student: (1) to advance toward annual goals, (2) to be in involved and progress in the general curriculum and participate in extracurricular activities and other nonacademic activities, and (3) to be educated and participate with other students with disabilities and non disabled students in the activities described in this section.	III.J.2	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	IIEP.16	IEP contains an explanation of extent to which student will not participate with non-disabled students in the regular education environment and other activities.	III.J.2	Yes No N/A UD	Corrected on:	
3	FAPE in the LRE	IIEP.17	A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State- and district-wide assessments are included in the IEP.	III.J.2	Yes No N/A UD	Corrected on:	
3	FAPE in the LRE	IIEP.17a	All accommodations and modifications listed on state or LEA-wide assessment form or other documentations were also included in the IEP services. (Information item)	N/A	Yes No N/A UD	Information Item Only	
	FAPE in the LRE	IIEP.18	IEP contains projected date for the beginning of services.	III.J.2	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	IIEP.19	IEP team considers and revises IEP as appropriate to address:	III.I.1			
5	FAPE in the LRE	IIEP.19a	Positive behavioral interventions and supports and other strategies to address the behavior of a student whose behavior impedes learning. Team referred to USOE Special Education Least Restrictive Behavior Intervention (LRBI) Guidelines.	III.I.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	IIEP.19b	Language needs for English Language Learners (LEP students) as they relate to the student's IEP.	III.I.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	IIEP.19c	Braille instruction for the student who is blind or visually impaired.	III.I.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	IIEP.19d	Communication needs for (1) ALL students, and (2) students who are deaf or hard of hearing including language/communications methods/modes with peers and staff.	III.I.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	IIEP.19e	Assistive technology devices/services (external only) for the student who without them would not benefit from special education.	III.I.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	IIEP.19f	Did the team determine that the student needs access to Assistive Technology at home or other setting in order to receive FAPE?	III.I.1	Yes No N/A UD	Corrected on:	
	FAPE in the LRE	IIEP.20	IEP team considers and revises IEP as appropriate to address Extended School Year:	III.N.3	Yes No N/A UD	Corrected on:	
	Parent Involvement	IIEP.20b	If ESY is selected, written prior notice must be given to the parents regarding the goals, services, and amount of time included.	IV.D.1	Yes No N/A UD	Corrected on:	
			If student is of transition age, please complete appropriate transition section under Special Files.				
	FAPE in the LRE	CIEP	REEVALUATION IEP				
	FAPE in the LRE	CIEP	REEVALUATION IEP TIMELINES				
	FAPE in the LRE	CIEP.1	IEP included in student file.	III.B.1	Yes No N/A UD	Corrected on:	

	FAPE in the LRE	CIEP.3	IEP reviewed or revised periodically, not less than annually.	III.1.4	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
8	Parent Involvement	CIEP.4	Notice of IEP meeting.	III.H	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
8	Parent Involvement	CIEP.5	Written notice of IEP implementation.	IV.D.1	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
8	Parent Involvement	CIEP.6	Parents given copy of IEP.	III.G.6	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE	CIEP.7	IEP documents the participation of required IEP team members by signature, title, and date.	III.G.1						
5	FAPE in the LRE		Parent or student 18 or older	III.G.1	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE		Student	III.G.1	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE		Special education provider	III.G.1	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE		Regular education teacher, unless student does/will not participate in regular education environment	III.G.1	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE		A qualified representative of the LEA	III.G.1	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE		An individual who can interpret the instructional implications of the evaluation process	III.G.1	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE		Other	III.G.1	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	CIEP.8	IEP team documents present levels of academic achievement and functional performance (PLAAFP) including baseline or current data.	III.I.1	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	CIEP.9	IEP documents present levels of academic achievement and functional performance (PLAAFP) including how disability affects involvement/progress in general curriculum or, for preschool students, participation in appropriate activities.	III.I.1	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	CIEP.10	IEP contains statement of measureable academic and functional goals.	III.J.2	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	CIEP.10a	IEP goals address areas of educational need.	III.J.2	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	CIEP.10b	For students participating in the UAA, a description of benchmarks or short-term objectives is included.	III.J.2	Yes	No	N/A	UD	Corrected on:	
8	FAPE in the LRE	CIEP.11	IEP contains a description of how the student's progress toward meeting the annual goals will be measured.	III.J.2	Yes	No	N/A	UD	Corrected on:	
8	Parent Involvement	CIEP.12	IEP contains a statement of when periodic reports on progress will be provided to parents.	III.J.2	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE	CIEP.13	IEP contains a statement of special education services: (1) to advance toward annual goals, (2) to be involved and progress in the general curriculum and participate in extracurricular and other nonacademic activities, and (3) to be educated and participate with other students with disabilities and non-disabled students in the activities described in this section.	III.J.2	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE	CIEP.14	IEP contains related education services: (1) to advance toward annual goals, (2) to be involved and progress in the general curriculum and participate in extracurricular and other nonacademic activities, and (3) to be educated and participate with other students with disabilities and non-disabled students in the activities described in this section.	III.J.2	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE	CIEP.15	IEP contains supplementary aids and services to be provided to the student or on behalf of student: (1) to advance toward annual goals, (2) to be in involved and progress in the general curriculum and participate in extracurricular activities and other non-disabled students in the activities described in this section.	III.J.2	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE	CIEP.16	IEP contains program modifications or supports for school personnel that will be provided for the student: (1) to advance toward annual goals, (2) to be in involved and progress in the general curriculum and participate in extracurricular activities and other non-disabled students in the activities described in this section.	III.J.2	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE	CIEP.17	IEP contains an explanation of extent to which the student will NOT participate with non-disabled students in the regular education environment and other activities.	III.J.2	Yes	No	N/A	UD	Corrected on:	
3	FAPE in the LRE	CIEP.18	A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State-and district-wide assessments are included in the IEP.	III.J.2	Yes	No	N/A	UD	Corrected on:	
3	FAPE in the LRE	CIEP.18a	All accommodations and modifications listed on state or LEA-wide assessment form or other documentations were also included in the IEP services. (Information item)	N/A	Yes	No	N/A	UD	Information Item Only	
	FAPE in the LRE	CIEP.19	IEP contains projected date for beginning of services.	III.J.2	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE	CIEP.20	IEP team considers and revises IEP as appropriate to address:	III.I.1						

5	FAPE in the LRE	CIEP.20a	Positive behavioral interventions and supports and other strategies to address the behavior of a student whose behavior impedes learning. Team referred to USOE Special Education Least Restrictive Behavior Intervention (LRBI) Guidelines.	III.I.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	CIEP.20b	Language needs for English Language Learners (LEP students) as they relate to the student's IEP.	III.I.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	CIEP.20c	Braille instruction for the student who is blind or visually impaired.	III.I.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	CIEP.20d	Communication needs for (1) ALL students, and (2) students who are deaf or hard of hearing including language/communications methods/modes with peers and staff.	III.I.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	CIEP.20e	Assistive technology devices/services (external only) for the student who without them would not benefit from a special education.	III.I.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	CIEP.20f	Did the team determine that the student needs access to Assistive Technology at home or other setting in order to receive FAPE?	III.I.1	Yes No N/A UD	Corrected on:	
	FAPE in the LRE	CIEP.21	IEP team considers and revises IEP as appropriate to address Extended School Year.	III.N.3	Yes No N/A UD	Corrected on:	
	Parent Involvement	CIEP.21b	if ESY is selected, written prior notice must be given to the parents regarding the goals, services, and amount of time included.	IV.D.1	Yes No N/A UD	Corrected on:	
			If student is of transition age, please complete appropriate transition section under Special Files.				

5	FAPE in the LRE	PE	PHYSICAL EDUCATION				
5	FAPE in the LRE	PE.1	Physical education services, specially designed if necessary, must be made available to every student with a disability receiving FAPE, unless the LEA enrolls students without disabilities and does not provide physical education to students without disabilities in the same grades.	III.L.1	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	PE.2	Regular physical education program available to the student.	III.L.2	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	PE.3	If specially designed physical education prescribed in student's IEP, the LEA provides services directly or contracts services.	III.L.3	Yes No N/A UD	Corrected on:	
5	FAPE in the LRE	PE.4	If LEA is responsible for student enrolled in a separate facility, LEA must ensure that the student receives appropriate PE services.	III.L.4	Yes No N/A UD	Corrected on:	

5	FAPE in the LRE	ILRE	INITIAL LRE/PLACEMENT				
5	FAPE in the LRE	ILRE	INITIAL LRE/PLACEMENT TIMELINES				
5	FAPE in the LRE		Initial Eligibility Date:_____				
5	FAPE in the LRE		Date of Initial IEP (if less than 2 years ago):_____				
5	FAPE in the LRE		Date of Initial Placement Consent:_____				
5	FAPE in the LRE		Date Initial Placement Began:_____				
5	FAPE in the LRE	ILRE.1	Initial Placement (services) began as soon as possible following the development of the IEP and is as close as possible to the student's home.	II.B.2	Yes No N/A UD	Training Date:_____	Documentation that training results in correction:_____
5	Parent Involvement	ILRE.2	Notice of Meeting for Initial LRE/Placement Meeting.	IV.B.4	Yes No N/A UD	Training Date:_____	Documentation that training results in correction:_____
5	Parent Involvement	ILRE.3	Written notice of implementation of Initial LRE/Placement.	III.T	Yes No N/A UD	Training Date:_____	Documentation that training results in correction:_____
5	FAPE in the LRE	ILRE.4	Placement decision is made by a group of persons (IEP Team) including student's parents and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.	III.R.1	Yes No N/A UD	Corrected on:_____	
5	Parent Involvement	ILRE.6	If student's placement was changed, Written Notice was provided.	IV.D.1	Yes No N/A UD	Corrected on:_____	

5	FAPE in the LRE	CLRE	REEVALUATION LRE/PLACEMENT				
5	FAPE in the LRE	CLRE	REEVALUATION LRE/PLACEMENT TIMELINES				
5	FAPE in the LRE		Date of Initial Placement:_____				
5	FAPE in the LRE		Current Placement Review:_____				
5	FAPE in the LRE		Last Placement Review:_____				
5	FAPE in the LRE		Interval:_____ (days)				

5	FAPE in the LRE	CLRE.1	Placement determined at least annually, based on IEP, and is as close as possible to the student's home.	III.R.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
5	Parent Involvement	CLRE.2	Notice of Meeting for Annual Review of Placement.	IV.B.4	Yes No N/A UD	Training Date:	Documentation that training results in correction:
5	FAPE in the LRE	CLER.3	Placement decision documented.	III.R.1	Yes No N/A UD	Corrected on:	
5	Parent Involvement	CLRE.4	Written notice of Implementation of Maintaining LRE/Placement.	IV.D.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
5	FAPE in the LRE	CLRE.5	Placement decision is made by a group of persons (IEP Team) including student's parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.	III.R.1	Yes No N/A UD	Corrected on:	
5	Parent Involvement	CLRE.7	If student's placement was changed, Written Notice was provided.	IV.D.1	Yes No N/A UD	Corrected on:	
			SPECIAL FILES				
4	FAPE in the LRE	D	DISCIPLINE				
4	FAPE in the LRE	D1	Removal for ten (10) consecutive or cumulative days or less in the same school year.				
4	FAPE in the LRE	D1.1	Removal determined by school personnel.	V.B.2	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D1.2	Removal made for violation of code of student conduct that applies to non-disabled students.	V.B.2	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D1.3	Services are provided to same extent that they provided to non-disabled students for similar violations (i.e., no services provided to non-disabled students, then no services are required for students with disabilities).	V.C.3	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D2	After a child has been removed for 10 school days, additional removals for 10 consecutive days or less in the same school year that do not constitute a change of placement.				
4	FAPE in the LRE	D2.1	Removals determined by school personnel for separate incidents of misconduct.	V.B.2	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D2.2	School personnel in consultation with at least one of the student's teachers, determine services.	V.C.4	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D2.3	Services are provided to the extent necessary to enable the student to continue to participate in the general curriculum and progress toward meeting the goals set out in IEP.	V.C.4	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3	Special Circumstances (serious bodily injury, weapons, or drugs).				
4	FAPE in the LRE	D3.1	Determination made by school personnel to same extent removal would be applied to student's without disabilities.	V.B.4 V.E.5	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.2	IEP team determined appropriate services to be provided during the removal.	V.C.5	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.3	IEP team determined interim alternative educational setting.	V.E.5	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	Parent Involvement	D3.4	On the date on which the decision was made to change the placement due to a violation of a code of student conduct, the LEA must notify parents and provide them with the Procedural Safeguards notice.	V.E.5	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.5	Placement by school personnel for <u>no more</u> than 45 days.	V.H.2	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.6	The student received a FuBA, behavior intervention services, and modifications designed to address the behavior violation so it does not reoccur.	V.C.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.7	At conclusion of removal period (no more than 45 calendar days), unless LEA invokes additional discipline procedures or IEP team changes placement, student returned to placement he/she was in when behavior occurred.	V.E.4	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.8	Within ten (10) school days of any decision to change placement, the LEA, the parent, and relevant members of the IEP team (determined by the LEA and parent) must review all relevant information in the student's file and any relevant information provided by the parents to determine if the conduct was:	V.E.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.8a	Caused by or had a direct substantial relationship to the student's disability.	V.E.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.8a1	If yes, then did the team conduct a FuBA and implement a BIP for the student?	V.E.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.8b	The direct result of the LEA's failure to implement the IEP.	V.E.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.8b1	If yes, did the LEA take immediate steps to remedy those deficiencies?	V.E.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.9	Did the team determine if the behavior was a manifestation of the student's disability?	V.E.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D4	Removals for behaviors that are a manifestation of the student's disability.				

4	FAPE in the LRE	D4.1	LEA, parent, and relevant members of the IEP team, in a meeting within 10 school days of decision to change the placement, determine that the behavior was a manifestation of the student's disability.	V.E.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D4.2	Did the IEP team conduct a FBA and BIP?	V.E.4	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D4.3	If D4.2 = NA, did the IEP team review the current BIP and modify it as needed to address the behavior?	V.E.4	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	Parent Involvement	D4.4	If the team decided to change placement, was notice provided?	V.F	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D4.5	If the removal is a change of placement, the student's IEP team determines appropriate services to be provided during the removal.	V.C.5	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D5	Removals for behaviors that are not a manifestation of the student's disability.				
4	FAPE in the LRE	D5.1	LEA, parent, and relevant members of the IEP team, in a meeting within 10 school days of decision to change the placement, determine that the behavior was <u>not</u> manifestation of the student's disability.	V.E.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D5.2	LEA's discipline procedures for students without disabilities were applied in the same manner to students with disabilities, in a meeting within 10 days of removal that constitutes a change in placement.	V.B.4	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D5.3	If the removal is a change of placement, the student received a FBA, behavior intervention services and modifications designed to address the behavior violation so it does not reoccur.	V.C.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D5.4	After the student has been removed from his/her current placement for 10 days during the school year, in the case of subsequent removal for not more than 10 days that is not a change of placement, school personnel in consultation with at least one of the student's teachers, determined the extent to which services are needed.	V.C.4	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D5.5	Services are provided to the extent necessary to enable the student to continue to participate in the general curriculum and progress toward meeting the goals set out in IEP.	V.C.4	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D5.6	IEP team determined interim alternative educational setting.	V.G	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D5.7	The subsequent removal is for more than 10 days consecutive school days or is a change of placement, IEP team determined appropriate services.	V.C.5	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	Parent Involvement	D5.8	On the date on which the decision was made to change the placement due to a violation of a code of student conduct, the LEA must notify parents and provided them with the Procedural Safeguards notice.	V.F	Yes No N/A UD	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D5.9	At conclusion of removal period (no more than 45 calendar days), unless LEA invokes additional discipline procedures or IEP tem changes placement, student returned to placement he/she was in when behavior occurred.	V.E.4	Yes No N/A UD	Training Date:	Documentation that training results in correction:
12	Transitions	E	EARLY CHILDHOOD SERVICES				
12	Transitions	EA	Transition: Part C to Part B Program				
12	Transitions	EA.1	Transition planning implemented not less than ninety (90) days prior to eligibility for preschool Part B Program. (Information item)	N/A	Yes No N/A UD	Training Date:	Documentation that training results in correction:
12	Transitions	EA.2	LEA representative participated in transition planning meeting.	VII.A.2	Yes No N/A UD	Training Date:	Documentation that training results in correction:
12	Transitions	EA.2a	Please record how LEA participation was documented. (Information item)	N/A	Yes No N/A UD	Information Item Only	
12	Parent Involvement	EA.3	Parent informed of Part B rights and responsibilities (Procedural Safeguards).	IV.E.1	Yes No N/A UD	Training Date:	Documentation that training results in correction:
12	Transitions	EB	SERVICES AT AGE 3				
12	Transitions		If an eligible student's third birthday occurs during the summer (June, July, or August), the IEP team determines when services begin.	VII.A.2	Yes No N/A UD	Training Date:	Documentation that training results in correction:
12	Transitions	EB.2	IEP team considered IFSP.	VII.A.3	Yes No N/A UD	Training Date:	Documentation that training results in correction:
12	Transitions	EB.3	Part C invited to the initial IEP meeting.	VII.A.4	Yes No N/A UD	Training Date:	Documentation that training results in correction:
12	Transitions	EB.4	Was the student found eligible and the IEP implemented on or before the student's third birthday?	VII.A.2	Yes No N/A UD	Training Date:	Documentation that training results in correction:
7	Transitions	EC	EARLY CHILDHOOD SERVICES - OUTCOMES				
7	Transitions	EC.1	Utah Preschool Outcome Document (UPOD) Form A is in student file.	VIII.G	Yes No N/A UD	Training Date:	Documentation that training results in correction:
7	Transitions	EC.2	Entry data are marked in all three performance areas.	VIII.G	Yes No N/A UD	Training Date:	Documentation that training results in correction:

7	Transitions	EC.3	Date student entered preschool is completed on UPOD form.	VIII.G	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
7	Transitions	EC.4	Data source for team decision is documented and in student's file.	VIII.G	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
13	Transitions	TA	SECONDARY TRANSITION REQUIREMENTS							
13	Transitions	TA	TRANSITION IEP PROCEDURES							
13	Transitions		The transition plan was included in this student's file.		Yes	No	N/A	UD	Corrected on:	
13	Parent Involvement		Notice of the IEP Meeting includes transition.	III.H.2	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
13	Transitions	TA.1	LEA documents student's measureable post-secondary goals:	VII.B.5						
13	Transitions	TA.1A	Post-secondary training or education.	VII.B.5	Yes	No	N/A	UD	Corrected on:	
13	Transitions	TA.1B	Employment.	VII.B.5	Yes	No	N/A	UD	Corrected on:	
13	Transitions	TA.1C	Independent living skills (where appropriate).	VII.B.5	Yes	No	N/A	UD	Corrected on:	
13	Transitions	TA.2	IEP documents that measurable postsecondary goal(s) were based on age-appropriate transition assessments.	VII.B.5	Yes	No	N/A	UD	Corrected on:	
13	Transitions	TA.3	IEP contains annual IEP goal(s) that will reasonable enable the student to meet the post-secondary goals. (Information item)	VII.B.5	Yes	No	N/A	UD	Information Item Only	
13	Transitions	TA.4	The IEP contains transition services focused on improving the academic achievement if the student to facilitate movement from school to post-school:	VII.B.2						
13	Transitions	TA.4A	Instruction.	VII.B.2	Yes	No	N/A	UD	Corrected on:	
13	Transitions	TA.4B	Related services.	VII.B.2	Yes	No	N/A	UD	Corrected on:	
13	Transitions	TA.4C	Community experiences.	VII.B.2	Yes	No	N/A	UD	Corrected on:	
13	Transitions	TA.4D	Employment.	VII.B.2	Yes	No	N/A	UD	Corrected on:	
13	Transitions	TA.4E	Post-school adult living objectives.	VII.B.2	Yes	No	N/A	UD	Corrected on:	
13	Transitions	TA.4F	Acquisition of daily living skills (if appropriate).	VII.B.2	Yes	No	N/A	UD	Corrected on:	
13	Transitions	TA.4G	Functional vocational evaluation (if appropriate).	VII.B.2	Yes	No	N/A	UD	Corrected on:	
13	Transitions	TA.5	Are any transition services likely to be provided or paid for by other agencies? (Information item)	N/A	Yes	No	N/A	UD	Information Item Only	
13	Transitions	TA.6	If yes, was an agency representative invited to IEP meeting?	VII.B.4	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
13	Parent Involvement	TA.7	Parent or student (18 or older) consent was obtained prior to inviting the agency representative.	VII.B.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
13	Transitions	TA.8	Transition plan contains a course of study (courses and other educational experiences), aligned with the student's post-secondary goals and designed to improve the student's academic and functional achievement and achievement of post-secondary goals.	VII.B5	Yes	No	N/A	UD	Corrected on:	
13	Transitions	TB	OTHER SECONDARY IEP PROCEDURES							
13	Transitions	TB.1	Beginning not later than one year before 18th birthday, the student was informed that rights under Part B will transfer to him/her when he/she reaches 18. Documentation in file. (Age of Majority)	III.J.2	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
13	Parent Involvement	TB.2	At least 30 days before graduation (change of placement), student and parents were provided written prior notice indicating that the student will graduate from high school with a regular diploma and graduation with a diploma terminates eligibility for special education and related services.	VII.C.1	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
14	Transitions	TB.3	Graduation Summary of Performance: LEA provided the student with a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's post-secondary goals.	VII.B.7	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	EP	EMERGENCY PROCEDURES							
	Parent Involvement	EP.1	If an emergency situation occurs that requires the immediate use of moderately or highly intrusive interventions, the staff modified the parents within 24 hours.	III.I.1	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR	WRITTEN NOTICE OF REFUSAL TO TAKE ACTION							
	Parent Involvement	WNR.1	The Written Notice Includes:							
	Parent Involvement	WNR.1a	A description of the action refused by LEA.	IV.D.2	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:

	Parent Involvement	WNR.1b	An explanation of why LEA proposes or refused to take action.	IV.D.2	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR.1c	A description of other options that the IEP team considered and the reasons why those options were rejected.	IV.D.2	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR.2	A description of each evaluation procedure, assessment, record, or report or report the LEA used as a basis for the refused action.	IV.D.2	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR.3	A description of other factors that are relevant to LEA's refusal.	IV.D.2	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR.4	A statement that the parents of a student with a disability have protection under the procedural safeguards of Part B of the IDEA and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained.	IV.D.2	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR.5	Sources for parents to contact to obtain assistance in understanding the procedural safeguards of Part B of IDEA.	IV.D.2	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR.6	The notice must be written in language understandable to the general public.	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR.7	The notice must be provided in the native language or other mode of communication used by the parent, unless it is clearly not feasible to do so.	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR.8	If the native language or other mode of communication of the parent is not a written language, the LEA must take steps to ensure that:	IV.D.3						
	Parent Involvement	WNR.8a	The notice is translated orally, or by other means, to the parent in his or her language or other mode of communication.	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR.8b	The parent understands the content of the notice.	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR.8c	There is written evidence that these requirements have been met.	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Transitions	TB	GRADUATION OR AGED OUT							
	Transitions	TB.1	Beginning not later than one year before 18th birthday, the student was informed that rights under Part B will transfer to him/her when he/she reaches 18. Documentation in file. (Age of Majority)	III.J.2	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	TB.2	At least 30 days before graduation (change of placement), student and parents were provided written prior notice indicating that the student will graduate from high school with a regular diploma and graduation with a diploma terminates eligibility for special services.	VII.C.1	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Transitions	TB.3	Graduation Summary of Performance: LEA provided the student with a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's post-secondary goals.	VII.B.7	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Transitions	TB.4	When a student with a disability reaches the age of majority (age18) the LEA must provide any notice required by Part B of the IDEA to both the individual and the parents.	VII.B.6	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	FAPE in the LRE	ISP	INDIVIDUAL SERVICE PLAN							
	FAPE in the LRE	ISP.1	Is there documentation that a meeting was called to develop/review/revise an Individual Service Plan?	VI.B.2	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	FAPE in the LRE	ISP.2	Was a representative of the private school invited to attend the ISP meeting (either in person or by telephone)?	VI.B.8	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	FAPE in the LRE	ISP.3	Is the ISP reviewed/revise on an annual basis?	VI.B.8	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	ISP.4	Is a current Consent for Services (Placement) included in the student's file?	IV.F.10	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	FBA	FUNCTIONAL BEHAVIOR ASSESSMENT/BEHAVIOR INTERVENTION PLAN							
	FAPE in the LRE	FBA	FUNCTIONAL BEHAVIOR ASSESSMENT (FuBA)							
	FAPE in the LRE	FBA.1	Does the FuBA have a hypothesis statement that:	I.E.16						
	FAPE in the LRE	FBA.1a	Identifies the problem behavior?	I.E.16	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	FBA.1b	Describes the antecedent events that reliably predict occurrence and non-occurrence?	I.E.16	Yes	No	N/A	UD	Corrected on:	

	FAPE in the LRE	FBA.1c	Describes the consequent events that maintain the behavior?	I.E.16	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	FBA.2	Does the FuBA include direct observation data to support the hypotheses?	1.E.16	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	BIP	BEHAVIOR INTERVENTION PLAN							
	FAPE in the LRE	BIP.1	Does the written behavior plan include:	I.E.4						
	FAPE in the LRE	BIP.1a	Target behavior?	I.E.4	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	BIP.1b	Strategies for teaching replacement behavior?	I.E.4	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	BIP.1c	Reinforcers?	I.E.4	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	BIP.1d	Schedule for review of intervention effectiveness data?	I.E.4	Yes	No	N/A	UD	Corrected on:	
	FAPE in the LRE	YIC	FOSTER CARE, YIC, UNLOCATABLE PARENT, OR UNACCOMPANIED HOMELESS YOUTH							
	Parent Involvement	YIC.1	Who signed the IEP as a parent? (Cannot be DCFS)	IV.V.5	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	FAPE in the LRE	YIC.2	Did LEA protect the rights of the student when parent could not be located?	IV.V.1	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	General Supervision	LEP	LIMITED OR NON-ENGLISH SPEAKING STUDENTS							
9, 10	General Supervision	LEP.1	Was English proficiency and/or native language assessed?	I.E.26	Yes	No	N/A	UD	Corrected on:	
9, 10	General Supervision	LEP.2	What was the IPT or UALPA Score?	I.E.26						
9, 10	General Supervision	LEP.3	If student had limited or no English proficiency in oral language, reading, or writing, were appropriate assessments in native language administered?	I.E.28	Yes	No	N/A	UD	Corrected on:	
	Parent Involvement	LEP.4	Do the parents have limited English?	N/A	Yes	No	N/A	UD	Information Item Only	
	Parent Involvement	LEP.5	If LEP.4 = Yes, was an interpreter at all meetings?	II.G.4	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	LEP.6	If LEP.4 = Yes, which of the following forms was provided in the parents native language?	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	LEP.6A	Consent for evaluation.	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	LEP.6B	Evaluation Summery Report.	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	LEP.6C	Eligibility Determination.	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	LEP.6D	IEP.	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	LEP.6E	Consent for Initial Placement.	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	LEP.6F	Procedural Safeguards.	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	LEP.7	If forms were unavailable in the native language, was an interpreter provided?	IV.D.3	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	LEP.8	What was the parents preferred language or form of communication? (Information item)	N/A	Yes	No	N/A	UD	Information Item Only	